

2015-2016

# IHE Masters Performance Report

## Meredith College

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## Public Schools of North Carolina

### State Board of Education

### Department of Public Instruction

#### **Overview of Master's Program**

Meredith College offers a Master of Education (M.Ed.) program in five specialty areas: academically and intellectually gifted (AIG), elementary education, English as a second language (ESL), reading, and special education (general curriculum) and the Master of Arts in Teaching in three specialty areas: elementary education, English as a second language, and special education (general curriculum). The M.Ed. specialty areas of elementary education and reading have been offered at Meredith College since 1983. In supporting areas of high need in North Carolina, the Department of Education began offering a M.Ed. in ESL, AIG, and special education (general curriculum). The M.Ed. program reflects the mission and purpose of the College and the DOE by fostering in students “integrity, independence, scholarship, and personal growth,” and builds

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upon the strengths of the undergraduate program. The co-educational program is designed for the K-12 teacher who has a baccalaureate degree and has (or is eligible for) an initial teaching license. The program centers on giving teachers the advanced tools to serve the 21st century student in today's schools. To meet the needs of our graduate students, the DOE structures the program to encourage extensive reading, independent thinking, creativity, application to practice, and appropriate research, which prepares the master teacher to take leadership roles in the school or district. In addition, many courses are offered as blended combining face to face and online learning and a few are completely online. The M.Ed. graduate is knowledgeable about information technology and the empowerment it offers for transforming teaching and learning. And as reflective practitioners, graduates are able to assess their own teaching and their students' learning, and then both design instruction to support learning and identify their own continuous professional development needs.

In response to North Carolina's need for teachers, the DOE launched its Master of Arts in Teaching (MAT) program in 2008. The seventh cohort of MAT candidates, which includes elementary, ESL (beginning in 2011), and special education students will intern in fall 2016, in Wake County Public Schools. The MAT program has been successful in preparing committed adults with no background in education to be professional teachers. The DOE continues to discuss other MAT programs in other areas such as family and consumer sciences, mathematics, and sciences, and will begin offering courses in fall 2016 for students interested in a MAT program in health and physical education. The DOE faculty and staff focus on the goals of the program, which include preparing highly qualified beginning teachers who know how to teach all students, have the skills to collaborate with other school personnel and families, know their content area, and who understand their roles in local, national, and global contexts. Four information sessions are held per year, and through solid recruiting efforts by the members of the department, led by the manager of the graduate program, it continues to meet expectations in a difficult time. In addition, the new graduate program manager has brought fresh ideas for recruiting candidates into the program and with an updated web presence along with attendance at state and national conferences has attracted more interest in the program.

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## **Special Features of Master's Program**

The faculty in the DOE at Meredith College continues to assess how best to serve current teachers and those who desire to be teachers. Scheduling of courses in the evenings makes the M.Ed. and the MAT program accessible for full time teachers and others, including teachers in year round schools. The M.Ed. program offers courses that are online, hybrid, face-to-face, and a study abroad opportunity in Sansepolcro, Italy. The MAT program offers a full time track, which takes 16 months to complete, and a part-time track, which requires one additional year. Partnership schools work to provide the MAT students quality field experiences, and the DOE has established partnerships with school systems outside of Wake County, i.e., Johnston, Lee, Durham, Chapel Hill-Carrboro, and Orange, not only to offer services to those schools, but also to serve a broader population of graduate students in its programs. MAT students also gain valuable experience tutoring in community afterschool programs. Increased flexibility in the M.Ed. program meets the diverse professional interests and academic needs of the students. M.Ed. students complete a research project and a portfolio that document their growth and integration of course material with practice throughout the program. MAT students complete a Teacher Work Sample to document their proficiency in all aspects of teaching and an action research project. M.Ed. research projects are presented during the Graduate Education Conference, “Innovative Teaching and Learning,” held on campus each spring. The conference showcases graduate research and academic projects, which gives students an opportunity to present their work to faculty, colleagues, MAT students, and friends. The conference provides the faculty and the student an assessment tool to evaluate progress.

In fall 2016, the DOE will offer a fully online Curriculum Instructional Specialist (CIS) add-on license that will enable teachers with masters’ degrees to be in a position to be considered for central office or school leadership positions such as instructional resources teacher, curriculum coordinator, or reading specialist. Also, the MAT is expanding to offer a master’s degree in health and physical education.

## I. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	0
	Asian/Pacific Islander		Asian/Pacific Islander	3
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic		Hispanic	1
	White, Not Hispanic Origin		White, Not Hispanic Origin	14
	Other		Other	1
	Total		Total	22
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Part-Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	7
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	22
	Other	1	Other	3
	Total	1	Total	35
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	0
	Asian/Pacific Islander		Asian/Pacific Islander	0
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	0
	Hispanic		Hispanic	0
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	0
	Total		Total	1

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**B. Program Completers (reported by IHE).**

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	2	7		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subjects (K-12)	1	9		
Exceptional Children (K-12)	1	6		
Vocational Education (7-12)				
Special Services Personnel				
<b>Total</b>	4	22	0	0

**C. Quality of students admitted to programs during report year.**

Measure	Graduate
MEAN GPA	3.34
MEAN MAT Electronic Rubric	394.8
MEAN MAT Written	N/A
MEAN GRE Electronic	299.19
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	5.57
NUMBER EMPLOYED IN NC SCHOOLS	26
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

**D. Scores of program completers on professional and content area examinations.**

Specialty Area/Professional Knowledge	2014-2015 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
ESL	8	100
Elementary Education	14	93
Reading (masters)	5	100
Spec Ed: General Curriculum	7	100
Institution Summary	34	97
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

**E. Lateral Entry/Provisionally Licensed Teachers: Refers to individuals employed by public schools on lateral entry or provisional licenses.**

Program Area	Number of Issued Programs of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)	13	13
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)	5 ESL	5 ESL
Exceptional Children (K-12)	8	7
<b>Total</b>	32	31
Comment or Explanation:		

**F. Time from admission into the graduate teacher education program until program completion**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree	9		1			
Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate degree		2	2	7	1	2
Licensure Only						
Comment or Explanation:						